

# California English Language Development Test Proficiency Standards

## Grades 9-12 Proficiency Levels

## Listening and Speaking Standards

## Reading Standards

## Writing Standards

### Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context. They are able to give the opposites of semantically complex vocabulary words. They can tell a story using detailed sequencing, vivid vocabulary, and complex sentence construction. The response may contain one or two minor errors commonly made by proficient English speakers.

Students who perform at this level typically are able to use affixes to infer meaning, as well as infer meaning from more complex vocabulary. They are able to recognize summary statements. They can also sequence stated or implied events of a story and identify cause and effect. Students can identify traits of characters, intended purpose, and other features of a variety of texts.

Students who perform at this level typically are able to recognize adjectives and nouns. They can respond to a picture prompt by writing a grammatically and syntactically correct sentence. They can respond to a narrative prompt by writing an essay with an organized sequence of events or ideas, details, and vivid vocabulary. The essay may contain minimal errors and one or more non-English words.

### Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context. They are able to follow more difficult multi-task instructions. They can give the opposites of less common vocabulary words. They use a variety of verb forms when responding to picture prompts. They can tell a story using fluent sentences and details.

Students who perform at this level typically are able to recognize root words, words with multiple meanings, and derive the meaning of words from context. They can identify details, main ideas, and setting in reading passages, as well as draw simple conclusions about a character in a narrative. They can use details to make predictions and identify stated and implied themes in literary passages.

Students who perform at this level typically are able to use standard writing conventions, including present tense verb forms and subject/verb agreement. They can distinguish among various noun endings. They can write sentences that are appropriate to the topic and contain few errors. They can write an essay that contains details and a clear sequence of events.

### Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context. They are able to compare and contrast speech sounds that are more difficult to distinguish. They can use a simple verb form in response to a picture prompt. Students follow one- or two-step instructions. They can tell a story using a simple list of events or ideas.

Students who perform at this level typically demonstrate decoding skills and some knowledge of synonyms and antonyms. They are able to identify the correct meaning of a word in a given context, as well as make logical inferences in narrative passages.

Students who perform at this level typically are able to write at least one complete sentence in response to a picture prompt. They respond to a narrative prompt by producing a simple sequence of events or ideas that may be disorganized. They use details and repetitive transitional words. The response may contain errors in vocabulary, grammar, and/or syntax.

### Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level typically hear and repeat a few beginning, medial, and ending speech sounds in context. They are able to compare and contrast sounds in simple words. Students can also identify common vocabulary words when shown a picture prompt and follow simple instructions. They can tell a story in which at least one sentence contains a subject and predicate.

Students who perform at this level typically are able to identify the use of simple vocabulary within the context of a short passage. They are able to use plurals and words with multiple meanings. They can identify the number of syllables in a word and the sequence of events in a passage.

Students who perform at this level typically are able to use appropriate verb forms when asking a question. They can write phrases related to a topic that is presented as a sequence of pictures. They can write at least one complete sentence in response to a narrative prompt. The response may contain serious errors in vocabulary, grammar, and/or syntax.

### Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level may demonstrate no receptive/productive skills, or they may hear and repeat some speech sounds in context. They may be able to identify a few common vocabulary words when shown a picture prompt. They begin to understand and follow a few simple commands. They tell a story using isolated words or no English words.

Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to recognize some sound/symbol relationships. Students may also be able to locate information in a simple text.

Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to recognize correct capitalization and punctuation in abbreviations. They may also attempt to write about a topic, but their response is minimal, containing some isolated English words.